

# Iberville Parish Schools

## Functional Behavioral Assessment (FBA)

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

### Classroom Management Component

#### 1. Proactive Components

- Clearly posted classroom/school expectations, taught and reviewed.
- Copies of expectations given to student and parents.
- Instructional level and methods appropriate for student.
- Predictable routine, posted and reviewed
- Classroom setting and schedule set up to promote positive behavior
- Other: \_\_\_\_\_

#### 2. Current Services

Is student currently on medication? \_\_\_\_\_ List name, dosage, frequency, and diagnosis: \_\_\_\_\_

Is student receiving counseling? \_\_\_\_\_ By whom? \_\_\_\_\_

- Guidance counselor     School based counselor     Mental Health Professional     PAS

Is student involved in:

- FINS                       Juvenile Services                       Other \_\_\_\_\_

**Description of Behavior:** (Use objective, measurable, concrete terms)

### Severity of Behavior:

- Minor and harmless                       Mildly disruptive                       Moderately disruptive  
 Significantly disruptive (some threatening behaviors)     Highly disruptive (clear danger to self or others)

### Frequency of Behavior :

- Rarely (isolated incident)     Occasionally     Weekly     Daily     Continually

### Antecedents:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Teacher-directed activity | <input type="checkbox"/> Independent seatwork | <input type="checkbox"/> Teacher working with another student |
| <input type="checkbox"/> Teacher request           | <input type="checkbox"/> Teacher correction   | <input type="checkbox"/> Student request denied               |
| <input type="checkbox"/> Classroom noise           | <input type="checkbox"/> No medication        | <input type="checkbox"/> Loss of privilege                    |
| <input type="checkbox"/> Work too difficult        | <input type="checkbox"/> Peer provocation     | <input type="checkbox"/> Unstructured class time              |
| <input type="checkbox"/> Change in routine         | <input type="checkbox"/> Tired, angry, sad    | <input type="checkbox"/> Group activity                       |
| <input type="checkbox"/> Transition                | <input type="checkbox"/> Home factors         | <input type="checkbox"/> Other _____                          |

### Details of Antecedents:

### Time, Setting, and Location:

- |  |                                    |                                    |                                     |  |              |
|--|------------------------------------|------------------------------------|-------------------------------------|--|--------------|
| <input type="checkbox"/> Before school | <input type="checkbox"/> Morning   | <input type="checkbox"/> Lunch     | <input type="checkbox"/> Afternoon  | <input type="checkbox"/> After school  | Other _____  |
| <input type="checkbox"/> Individual    | <input type="checkbox"/> Sm. Group | <input type="checkbox"/> Lg. Group | <input type="checkbox"/> Transition | <input type="checkbox"/> Subject _____ |              |
| <input type="checkbox"/> Classroom     | <input type="checkbox"/> Hallway   | <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Restroom   | <input type="checkbox"/> Bus           | Other: _____ |

**Person(s) Involved:**

Teachers     Peers     Para     Administrator     Bus driver    Other \_\_\_\_\_

**Details of Involvement:**

**Responses to Inappropriate Behavior:**

**ADULT**

Ignore     Redirect     Time Out     Reprimand     Office Referral    Other: \_\_\_\_\_

**PEERS**

Ignore     Approval     Disapproval     Retaliation    Office \_\_\_\_\_

**Details of Responses:**

**Identifying the Function of the Behavior:**

Get adult attention     Get desired item/activity     Avoid activity     Escape setting  
 Get peer attention     Imitation     Retaliation     Power/control  
 Avoid person     Self-stimulation     Physiological    Other \_\_\_\_\_

**Details of Functions:**

**Previous Interventions:**

This is first occurrence     Expectations and consequences posted     Behavior contract  
 Home/school communication system     Modified instruction/environment     Modified schedule  
 Action plan     Conference with student/parent     Counselor  
 Loss of incentives/privileges     Office referral    Other: \_\_\_\_\_

**Strength Based Assessment:**

What does the student do well?	Where does it occur?

**Behavioral Goals:** (State in positive, observable, measurable terms which are related to the target behaviors)

1.

2.

**Instructional Procedures to Teach Replacement Behavior:**

- Individual discussion
- Demonstration
- Prompts/Cues

- Class discussion
- Reinforcing appropriate behaviors
- Behavior Academies

- Role-Playing
- Social Skills Training
- Peer Mediation

Other: \_\_\_\_\_

**Details of Instructional Procedures:**

**Management Strategies:** (How student/teachers will monitor his/her behavior?)

**Comments:**

**Signatures of Participants:**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____